

Please Note: Each of the following comments is preceded by a “+” or a “-” to indicate a positive or negative aspect of the essay.

Student Sample A

Computers are considered to be part of a world-wide technological movement that everyone benefits from. In the U.S. the influence of computers throughout our education system has transformed our society to the competitive and intelligent nation that it is today. I disagree with David Gelernter's opinion that computers should be used during recess and not as part of instruction. The use of computers in the classroom is essential in promoting positive academic achievement. I believe that this achievement can happen in three ways: teachers must teach students how to make good use of computers, computers should be used to expand on the resources for learning and proper computer use is an expectation in our society.

The use of computers in the classroom is very important to all students. The computer should be seen as a primary tool for knowledge considering the fact that they provide the most up to date information on all subject areas. In allowing students to use the computer only for recess the only thing we are doing is fostering the allowance of negative and inappropriate behavior. Students will not further their reading's or learn on their own during recess, they would rather search for frivolous entertainment. Teachers must be able to use a computer as a tool and reinforcement rather than a leisure activity. Teachers should lead by example and demonstrate that the computer is a tool for academics not just for fun.

I think that the use of computer time should be in the hands of the teacher. The teacher must be able to use technology to their advantage by integrating it into their lesson plan. Gelernter states, "When we saw a movie in class, everybody won: teachers didn't have to teach. And pupils didn't have to learn." This negative idea of using a film just to replace the form of teaching and learning is useless in any event. Teacher's must be able

Commented [E1]: + The writer clearly states his/her position in reference to author's argument.

Commented [a2]: + The author provides a clearly worded and strong thesis statement

Commented [a3]: - This last item doesn't quite fit the list of three here

Commented [a4]: + Nice topic sentence. It introduces the main point of the paragraph.

Commented [a5]: - Unclear... should be seen by whom? Does the student mean "is the primary tool"?

Commented [a6]: - This is clearly a reference to the reading, but the argument would be strengthened here by an explanation and discussion of Gelernter's argument before the student begins his/her disagreement

Commented [a7]: - Here is a misuse of a comma. The problem could be eliminated with the use of a semi-colon

Commented [E8]: +Appropriate use of than, not then.

Commented [E9]: +strong conclusion sentence...logically wraps up the entire paragraph.

Commented [a10]: - This discussion of the quotation would work better if the student spent more time explaining the quotation (additionally, it is unclear...What is "this").

to manipulate the use of computers as a resource to further ideas or questions that occur during discussion. In one of my field observations, I found it interesting how in a mathematics classroom, the teacher would be discussing a set of problems and the students who were on the computer were either doing math problems through mathematics programs or researching the history behind equilateral triangles. What I realized is that the teacher is using all his resources to his classroom activities not just allowing freetime during the lecture. The computer is a gateway to forms of communication, academics and provides an updated alternative to outdated books.

The experience that students gain of learning how to use a computer for good is tremendous. When I was in elementary school, computers at the time were only for computer class or those who were fortunate in affording one. I was first introduced to its functions and programs as an upgraded system to the typewriter. Only after being admitted to college did I understand the universal functions and benefits a computer has to everyone. Our elementary schools today are blessed in having at least one computer in each classroom, giving each student the opportunity to learn in various ways. In the

electronic influenced society we live in today, it is essential that every student should have the knowledge of using the computer towards good. In making the computer part of the classroom, we are making our students competent to function in the world run by technology. The expectations that teachers create in the classroom whether it being typed assignments, powerpoint presentations or analytical research papers all contribute to the positive use of the computer. In neglecting the computer use from the classroom all we are doing is crippling students from the real world that they will someday have to go through.

Commented [a11]: + Nice specific discussion. The student does well here to talk specifically, based on his/her experience and observations, about how the computer can be used in a positive way in the classroom...*and still keeps it relevant to his/her argument.*

Commented [a12]: + Nice topic sentence

Commented [a13]: - Incorrect use of it's and the "it" here is vague. The student would be better off saying "I was first introduced to the computer as an upgraded typewriter."

Commented [E14]: - Student may want to begin a new paragraph here. A new idea is being introduced.

Commented [a15]: + Great sentence

Commented [a16]: + Clear, correct, complex sentences

Commented [E17]: +strong conclusion that sums up author's primary argument.

Computer use should be more than a recess and leisure activity, it should be promoted as a priority and a resource to learning. Teachers should also have to construct their lessons to fit their teaching strategies. Computers are essential in the world we live in today providing a competent student environment that promotes academic achievement. If we leave computer based technology as a means to just simple entertainment, we are promoting our society to be composed of meaningless entertainment.

Commented [a18]: + Strong sentence to begin conclusion. Sums up essence of argument nicely.

Commented [AF19]: + Solid closing sentence and solid conclusion

FOR EXPLANATORY PURPOSES ONLY

Category	3 Excellent Performance	2 Adequate Performance	1 Weak Performance	Score	DETAILED EXPLANATION * For explanatory purposes only
Grammar and Punctuation <i>sentence construction</i> <i>verb endings</i> <i>pronoun use</i> <i>run-ons/fragments</i>	The composition is nearly free of grammar and punctuation errors.	Errors in grammar and punctuation do not fall into patterns and are not excessive.	The composition exhibits patterns of errors in the areas of grammar and/or punctuation.	2	<i>There are some apostrophe errors (it's, reading's) and comma errors but there are no patterns of error and errors are not excessive</i>
Spelling and Vocabulary Use <i>correct spelling</i> <i>homonym usage</i> <i>word choice</i>	The composition is nearly free of spelling and word choice errors.	Errors in spelling and word choice are not repetitive or excessive. Errors do not inhibit meaning.	The composition exhibits patterns of errors in the areas of spelling and word choice. The errors are excessive and/or inhibit meaning.	2	<i>There are a few spelling errors (e.g. "opportunity," "inappropriate") and a few vague word choices ("this"), but errors are not excessive</i>
Student <u>must receive a score of 2 (Adequate) or better in both categories.</u> A weak score in either of the above categories is a failing paper.				P / F	<i>Notice that because the student earned a 2 in each of the top two categories of the rubric, he/she passed the top portion of the exam</i>
Introduction and Conclusion	Composition includes strong introduction and conclusion	Composition shows an adequate attempt to create an introduction and conclusion although one or both may be weak.	Composition does not include either an introduction or conclusion.	2	<i>Introduction and conclusion are both adequate. However, the introduction is weakened by the formulaic list of three reasons and the fact that the items in that list don't really fit together or forcefully address the specific essay topic</i>
Responsiveness to Question and Comprehension Accuracy <i>use of quotations</i> <i>references to text</i> <i>critical</i>	The composition responds to the question and works specifically to accurately integrate an analysis of the author's ideas with personal ideas.	The composition responds to the question but does not specifically or accurately integrate an analysis of the author's ideas with personal ideas.	The composition does not respond to the question and does not integrate an analysis of the author's ideas with personal ideas.	2	<i>The essay does well in using personal ideas, but those personal ideas are not as carefully integrated with the author's ideas as they could be. In general, the student succeeds much better at exploring his/her own ideas and experiences than those of</i>

<i>perspectives</i>					Gelernter
Overall Focus and Development <i>cohesive</i> <i>adequate development</i> <i>use of examples</i>	The composition is cohesively focused and developed logically.	The composition generally maintains focus, but may occasionally lose focus and/or lack logical and full development.	The composition frequently loses focus, lacks logical organization, and/or lacks overall development.	2	<i>The essay is focused and well-developed, especially when the student is writing about observations of the math teacher and how important computers are, but the 2nd paragraph lacks full development of Gelernter's ideas</i>
Quality of Writing <i>adequate paragraphing</i> <i>use of transitions</i>	The composition is exceptionally well-written, using careful and logical transitions between and within paragraphs to aid the reader in understanding the composition.	Most ideas are clearly stated and contribute to the clarity of the composition, but the links between and within paragraphs may be stilted or incomplete.	The composition is not well-written, and the essay jumps without explanation from one idea to the next, often losing focus and providing little guidance for the reader.	2	<i>The ideas are generally clear, but the essay lacks careful and precise transitions between paragraphs</i>
Notes (use back of sheet, if necessary):			Mechanics Score Score of 2 or more in each category needed to pass.	P / F 4	
			Content Score	8	
			Total Score (Possible Score: 18)	12	<i>This is a passing essay!</i>

- Student must receive a score of 12 (with 2 points minimum awarded in each area of the mechanics portion) or better to receive a passing score on the composition. No partial points are to be awarded.